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ABSTRACT

This action research project examined the impact of using cooperative learning activities and multiple intelligences teaching techniques on the motivation of kindergartners and third graders at two elementary schools in a rural Illinois community. Over 50 percent of the school populations were low-income, and over 6 percent had limited English proficiency. Two groups of students participated in the study, one classroom of 22 third graders and one classroom of 24 all-day kindergarten students. The extent of disruptive behavior and low motivation was documented through teacher observation checklists and student attitude surveys (with a modified form administered orally to kindergartners). The 16-week intervention used multiple intelligence teaching methods, cooperative learning activities, and enhanced classroom climate to promote learning. At least two 30-minute cooperative lessons were taught each week during the intervention period. To assess the effects of the intervention, monthly tabulations of off-task behavior were maintained for October, November, January, and February. Observations were made every 5 minutes for a 30-minute period for 20 third graders and 6 kindergartners. The findings indicated that there was a 66 percent decrease in the number of off-task occurrences during seatwork for third graders and an 84 percent decrease for kindergartners. Improvements were also noted in students' abilities to work well with a partner. (Eight appendices include data collection instruments and sample lesson plans. Contains 37 references.) (KB)

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IMPROVING STUDENT MOTIVATION THROUGH THE USE OF MULTIPLE INTELLIGENCES

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Saint Xavier University & Skylight
Field-Based Masters Program
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ABSTRACT

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This report described a program to improve student motivation. The targeted population consisted of kindergarten and third grade students in two elementary schools located in a rural community in western Illinois. Over fifty percent of the school population were identified as low-income. There was also a rate of over six percent identified as limited English proficiency. Time off task, inattentiveness, poor listening skills, not following directions, incomplete assignments, and disruptive behavior were documented.

Analysis of probable cause data revealed that students lacked intrinsic motivation and social skills. Lack of parental involvement and economic conditions may have contributed to the problem.

After reviewing professional literature and evaluating the classroom setting, a decision was made to select two interventions: Design a series of learning activities that addressed the theory of multiple intelligences, and incorporate those activities utilizing cooperative learning.

The results of the post intervention data indicated that engaging students in cooperative learning, implementing multiple intelligences, and providing a variety of student activities improved student motivation and social skills.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students in the targeted classes exhibited a lack of motivation that interfered with academic growth and classroom behavior. Evidence for the existence of the problem included students exhibiting time off task, disengaged student behavior, and student negative attitudes. These were documented by teacher observation and checklists, student attitude surveys, audio tapings, and anecdotal records.

Immediate Problem Context

School A had 634 students enrolled. The racial and ethnic background consisted of 82.8% White, 8.8% African American, 8.2% Hispanic, and 0.2% Asian and Pacific Islander. There was a 54.3% low-income rate. There were 53% of the students that received free lunches and 7% received reduced lunches. There was a rate of 6.2% limited English proficiency. The attendance rate for school A was 91.9% with a mobility rate of 19.6%.

School A was a kindergarten through eighth grade building. The average class size was 25. There were 36 full-time and 8 part-time teachers in the building. The average years of experience was 17 and 22 teachers had master's degrees. The school included 12 aides and 12 support staff. Some special programs included Breakfast program, Drug Abuse Resistance Education (D.A.R.E.),

Title One, all day kindergarten, ABCD After School Tutoring, Book It, Campbell Soup Labels, Parent Teacher Organization, bilingual program, sports competition for fourth through eighth graders, band, art, music, and summer school.

School B had 165 students. The racial and ethnic background of the students consisted of 69.1% White, 12.1% African American, and 18.8% Hispanic. There was a 67.9% low-income rate. There were 52% of the students that received free lunches, and 10% received reduced lunches. There was a rate of 17% limited English proficiency. The attendance rate of School B was 95.4% with a mobility rate of 13.3%.

School B was a kindergarten through sixth grade building. The average class size was 24. There were six full-time and eight part-time teachers in the building. The average years of teaching experience was 15.8 years and five teachers had their master's degree. The school also included three aides and six support staff. Some special programs included Breakfast program, D.A.R.E., Title One, bilingual, Intensive Phonics, Math Their Way, Reading is Fundamental (R.I.F.), all day kindergarten, Book It, Box Tops for Education, collecting tabs for St. Jude, band, art, and music.

The Surrounding Community

Schools A and B were located in the same rural community in western Illinois. The population of the community was about 13,000. There were approximately 5,400 households. The average household size was 2.4. The median age was 37.8. In the community for schools A and B there were close to 5,800 housing units. Housing units included nearly 3,800 owner occupied, 1,500 renter occupied, and around 500 vacant homes. The work force population for ages 16 and over was almost 5,700. There were close to 4,300

not in the labor force. In the community, 24% were employed in manufacturing, 19.4% in wholesale and retail, and 29.2% in professional services. The per capita income was around $10,000. The median household income was approximately $19,000. The educational attainment of persons 25 years and older was broken down in the following manner: less than ninth grade was around 1,200; high school graduates were approximately 3,000; some college with no degree were about 1,500, associate's degree was around 500, bachelor's degree was close to 500, and graduate degree was close to 300. There were 27 churches in the community. The main religious affiliation was Christian.

The community was divided into two school districts. Schools A and B are in the same district. Conflict had been present for many years between these districts. Several attempts had been made to consolidate the two districts but factions of the community have blocked all attempts. The studied district had one high school and four grade schools. There were also two parochial schools in the community.

The superintendent had retired after nearly 50 years of service in the district. The district had hired a new superintendent as of July 1, 1998.

The community had been supportive of extensive renovation and expansion of the local Young Men's Christian Association (YMCA). They had also been in favor of the local park district's plans to remodel and rebuild the outdoor pool complex.

National Context of the Problem

The problem of student motivation has generated concern at the state and national levels. Students' self-confidence and motivation increased significantly when Gardner's concept of

multiple intelligences were implemented into daily teaching (Campbell,1992). The use of drama in the classroom can be a powerful tool to motivate students. According to Annarella (1997), "A student-focused methodology, such as creative drama, can help to create a responsible learner by engaging interest and permitting student input into the learning process" (p.45).

Early childhood educators work with the "whole" child. The whole child refers to the psychological, emotional, social, physical, and cognitive development of a child. However, somewhere along the path to adulthood, the whole child has been lost. The cognitive development of the child is the major focus of the schools. Children need diverse opportunities to learn and develop. The incorporation of multiple intelligences can give children the opportunity to feel good about themselves and develop their own special gifts (Berger and Pollman, 1996).

Cooperative learning can enhance student learning. Students who work together and are actively involved in their groups benefit from cooperative learning. Group tasks should incorporate the multiple intelligences to reach a range of abilities (Cohen, 1998).

To have successful cooperative learning experiences, social skills should be taught. Group members need to have positive interaction and work together to achieve a group goal (Prater, 1998).

Research was conducted using cooperative learning at the college level. Three outcomes were shown. According to Johnson (1998), "individual achievement, positive interpersonal relationships, and psychological health" are three broad categories of outcomes (p.25).

The scope of the problem exists at the national, state, and local level. The lack of student motivation is a realistic problem that needs to be addressed.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

Two groups of students were involved in this study. The first group consisted of a total of 22 third grade students. The second group was comprised of 24 kindergarten students. The kindergarten students attended school all day.

The students in the targeted classes exhibited a lack of motivation that interfered with academic growth and classroom behavior.

In order to document the extent of student disruptive behavior and lack of motivation, teacher observation checklists and student attitude surveys were created and examined. Teachers observed time off task and disengaged student behaviors, and surveyed student attitudes.

Probable Causes

An examination of the School Report Card indicated that schools A and B had a high percentage of low income students and minorities. There was also a high incidence of economic need based on the number of students that received free and reduced cost lunches.

The School Report Card also showed that there was a high percentage of limited English proficiency. Students with limited English had difficulty adjusting to school settings.

Table 1

Current Class Statistics

Group	School A	School B
Males	12	10
Females	10	14
African American	2	4
Spanish	5	5
White	15	15
Free lunch	12	13
Reduced lunch	3	2

In the targeted classes, school A had 15 students or 68% that received free or reduced lunches. School B had 15 students or 63% that received free or reduced lunches. School A had 7 students or 31% that were minorities. School B had 9 students or 38% that were minorities.

Limited parent involvement was another probable cause. After reviewing Parent Teacher Organization (PTO) attendance records, parent teacher conference attendance, and parent involvement in school and classroom activities, the researchers concluded that there was limited parent involvement.

Table 2

Percent of Parents Attending PTO Meetings

Year	School A	School B
1996	2%	1%
1997	3%	1%

Student attendance problems were another probable cause. There was a high percentage of truants as indicated from the School Report Card. Students missed classroom instruction and academic achievement was affected.

A review of the literature indicated several underlying causes for disruptive behavior and lack of motivation in the school setting. According to Sanacore (1997), there was too much teacher directed instruction and not enough student engaged learning. Students' opportunities for self-expression was suppressed when a totally teacher centered approach to instruction was used.

Repeated student failure caused frustration. The students became easily distracted, bored, and confused. The students kept quiet unless the teacher called on them. Ornstein (1994), stated that disengaged students in time learn to expect to fail. The researchers developed and implemented an observation checklist to determine off task behavior. Figures 1 and 2 on the following page give a summary of the observations.

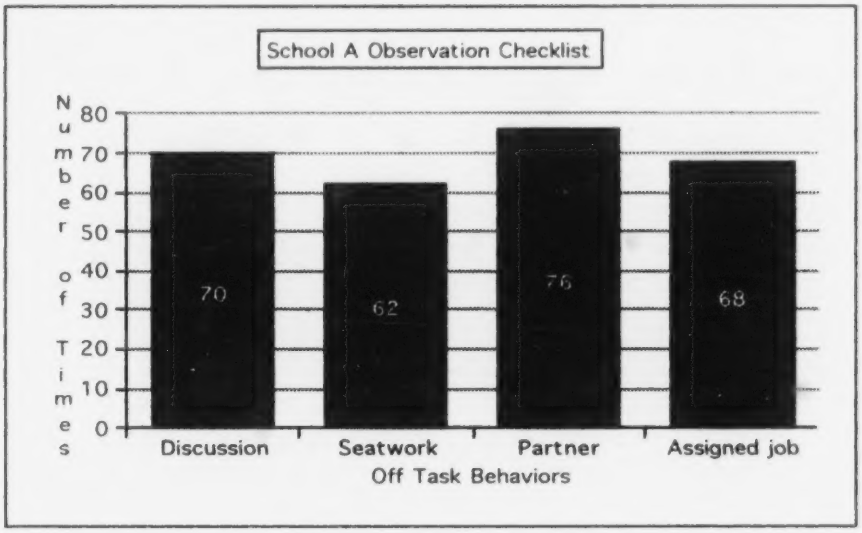

Figure 1. Observation of off task behaviors at School A.

Note. The observations were done in 5 minute intervals during a 30 minute duration in a classroom of 22 students.

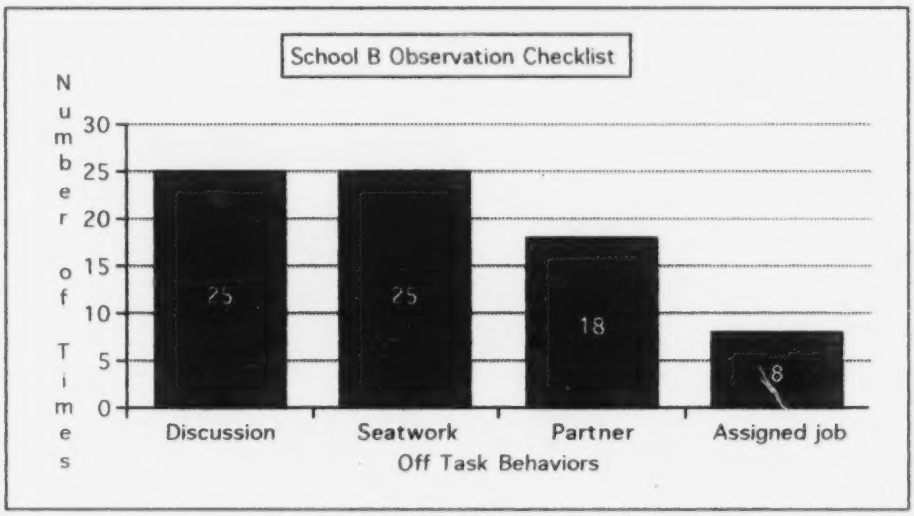

Figure 2. Observation of off task behaviors at School B.

Note. The observations were done in 5 minute intervals during a 30 minute duration. Only 6 targeted students were observed.

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According to Williams and Woods (1997), students who are poor and culturally different need varied teaching strategies. Many classrooms miss opportunities to connect student strengths with daily school experiences. Students bring diverse out-of-school experiences to the classroom. Teachers need to build on those experiences to bring relevance to their learning. The researchers conducted surveys to determine students' strengths and interests.

Table 3

Favorite School Subjects - School A

Subject	High	Medium	Low
Math	10	8	4
English	6	7	9
Spelling	4	14	4
Reading	10	10	2
Social Studies	2	8	12
Science	8	6	8
Writing	4	13	5

In school A, the students completed a survey (Appendix A) to determine their favorite school subjects. Mathematics and reading were ranked high as favorite subjects. Science was also considered a favorite subject by many students. The least liked subjects were spelling, writing, and social studies.

Table 4

Classroom Climate Survey of School A in Sept. 1998

Question	Always	Sometimes	Never
Feel safe at school	10	9	3
Teachers care about me	16	4	2
Students like each other	2	19	1
Classmates help me learn	10	6	6
It is important to do well	21	1	0
Parents check homework	19	2	1
Hand in work on time	13	9	0
Listen to teacher	15	6	1
Like to work with others	8	13	1
Share	13	7	2
Follow directions	19	3	0
Listen to ideas of others	14	3	5

In order to assess students' feelings about their classroom, a survey (Appendix B) was given to the targeted third grade in school A. Almost all of the students, or 99%, felt that it was important to do well in school. Nineteen of the students, or 86%, felt they followed directions and had their parents check their homework. Fourteen students, or 64%, listened to the ideas of others. Ten students, or 45%, felt that classmates helped them learn. Only 8 students, or 36%, liked to work with others. Two students, or 9%, felt that the students liked each other.

Table 5

Classroom Climate Survey of School B in Sept. 1998

Question	Yes	No
Feel safe at school	6	0
Teacher cares about me	4	2
Students like each other	6	0
Classmates help me learn	4	2
Important to do well	6	0

In order to understand the students' feelings about their classroom, an audio taped survey (Appendix C) was given to the targeted six students in the kindergarten in school B. All of the students felt safe at school, felt that students liked each other, and that it was important to do well in school. Four of the students, or 66%, felt that their teacher cared about them and that classmates helped them learn.

The following conclusions were drawn from the data of the surveys. Almost half of the students enjoyed school subjects that were verbal/linguistic and mathematical/logical in the area of multiple intelligences. Only a small percentage of students enjoyed subjects which relied on the naturalistic and visual/spatial intelligences. Students also did not feel that their classmates helped them learn or that they liked to work with others. Being exposed to various learning strategies in cooperative learning and multiple intelligences would appear to be a possible solution for increasing student motivation.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Research and many case studies have been examined by teacher researchers in an attempt to find ways to improve the education American children receive. Teachers spend their lives working to make instruction more meaningful for all types of learners. As society changes, the methods of instruction must change to meet the needs of the upcoming generation. The researchers discovered several classifications which helped describe some of the problems students of today must deal with to be open and capable of learning the lessons which teachers try to teach.

The study of multiple intelligences has been respected as a new idea in education. Gardner (1997) discussed the uses and possibilities of multiple intelligences to reach all students. Incorporating lessons using multiple learning styles and interactions can create better schools which prepare students for their world. The class as a whole sets goals to be attained. Each child is different and has varied interests, abilities, and possibilities. Teaching is done towards understanding, mastery of material, and adaption of that material to the real world, for each child in his own way. If students are engaged, deeper understanding can take place. Education must become personalized to reach maximum benefits. Curriculum must be well designed,

assessments varied and meaningful, and communication open between parent, teacher and student to reach the desired outcomes. Together, a partnership can be formed to create excellent schools.

Each individual learns in varied ways. Students may be strong in one or more of the multiple intelligence styles. Multiple intelligences are concerned with the content and products of learning. Silver, Strong, and Perini (1997) group the multiple intelligences into learning styles. These inclinations can be guides to help students develop career choices. Educators should use an integrated intelligence menu to reach each students and help them see the worth and benefit of what the class is studying. The multiple intelligences are recognizable through common life experiences.

Students learned better when instruction was geared towards their strengths (Sternberg, 1996). Many times teaching was directed towards memorization and retention of facts. By teaching to students' abilities, students were academically successful. Emig (1997) wrote that traditional teaching methods were directed toward the logical mathematical and linguistic intelligences. An examination of the research showed that students learned in different ways. Students felt more confident and enjoyed learning when multiple intelligences were used in lessons. They can make connections and retain information. According to Campbell (1997), multiple intelligences can be incorporated into the curriculum. A variety of approaches include multiple intelligence-based lesson designs, interdisciplinary curriculum, student projects, assessments, and apprenticeships. Students gain mastery of skills and information when the curriculum is inventive.

Gardner (1995) stated that by using multiple intelligences,

teachers hoped to help students use their higher order thinking skills. Also, by using the multiple intelligences approach in the classroom, students will have increased learning opportunities, used many intelligences, and given the teacher many ways to assess their learning. In 1997, schools in Maryland adopted a state-wide performance assessment. Greenhawk (1997) wrote that teachers needed to change their teaching practices to incorporate multiple intelligences. Results of the changes in instructional practices were that students had higher test scores, retained more knowledge, and internalized high standards of academic achievement.

The school climate has a great impact on a student's learning potential. Rancifer (1991) said that schools needed to recognize reluctant learners and help them to motivate themselves. Teachers needed to provide an environment that is supportive, inviting and respective. Ornstein (1994) agreed stating that teachers should focus on raising student's self-esteem. Schools needed to provide a place for learning that is comfortable, orderly and pleasant. Cooperative learning and new interactive instructional methods should be incorporated in the classroom.

Cohen and deBettencourt (1991) described a reluctant learner as someone who has had a lack of motivation and low self-concept. The learners were inattentive and had poor learning strategies. Involving these students in setting some of their goals and making decisions about their work helped increase their academic achievement.

Palardy (1997) stressed that students needed to become involved in their learning by helping to set goals and taking control of their learning. The teacher needed to create a caring

classroom atmosphere in which students would use different strategies of learning to solve problems related to their real world. Carignan-Belleville (1989) found that teachers needed to find areas of high interest for students and to limit criticism. She stated that more emphasis needed to be placed on the process and not on the errors. The classroom atmosphere needed to be encouraging, accepting, caring, and promote success.

Miller and Meese (1997) discussed three diverse types of goals. The first was a task mastery goal. Some students wanted to learn new concepts and skills for better understanding. Second, was an ego or social goal. Many students wanted desperately to be better than their classmates. They worked hard to achieve success in this area. The third goal was a work avoidance goal. This student had given up. A positive change needed to be made to guide all three student types to see the worth and significance of what they learned. The classroom climate had to be changed to reach this end. This could be accomplished with cooperative learning, expanded themes, open-ended questioning, and student involvement with classroom management. Challenging lessons positively influenced student motivation. An expanded cohesive lesson plan made sense and interested all types of students.

According to Wang, Haertel, and Walberg (1994), students' aptitude and abilities were not the only contributing factors towards students' success. Classroom climate and different kinds of instruction have had as much impact on learning as students' abilities.

In their discussion on raising healthy children, Cummings and Haggerty (1997) emphasized the importance of bringing the social and emotional learning into the classroom environment. Including

these components kept the students from developing severe problems. They stressed the importance of these skills and recommended intensive work in these areas. They felt that the social and emotional learning were just as important as the academics.

Parkay (1987) conducted a study in an urban school setting. He found that under-achieving students chronically suffered from traditional grading practices. He suggested that students earn a contracted grade based on the proportion of assignments completed. Students would know the teacher's expectations and the amount of work required to earn the passing grade.

Cultural differences need to be recognized and addressed in the classroom. Teachers have a tendency to teach the whole class as if they all were White middle class students. This teaching approach will hurt their academic success and progress in school. Students must learn in a way that is appropriate for them. Reiff (1997) wrote about cultural differences and equitable learning. Planning, teaching, and assessing should be based on the learner's needs and intelligence. He wrote that teachers needed to make sure that the student's culture was taken into consideration. He also found a relationship between multiple intelligences and culture. When a student's cultural style differed from the school's culture, difficulties arose.

Williams and Woods (1997) found that students who are poor and culturally different needed different teaching strategies. Teachers needed to discover the out-of-school experiences of their students. The task of the teacher was to help students understand how their daily experiences and knowledge related to the content being taught in the school curriculum. The teacher needed to go

beyond the established curriculum to help make connections for the students.

A challenge for teachers working with a diverse student body is encouraging students of different backgrounds and cultures to work together. Nelson (1996) wrote about forming cooperative learning teams. Students were assigned the task of investigating scientific contributions of different cultures. Collaboration with other students was encouraged. This was a strategy called group investigation. Students gained diverse and broad learning experiences when they participated in group investigation.

Another challenge for teachers using cooperative learning is accommodating students with diversities and disabilities. Goor and Schwenn (1993) wrote that teachers needed to cultivate social acceptance of students who come from a diverse population or who have disabilities. Cooperative learning has six key elements. Heterogeneity, positive interdependence, management system, room arrangement, social skills, and activities that match the goal of the lesson are necessary components of cooperative learning.

Students placed in the regular classroom who have diverse needs can make important contributions to cooperative learning groups. All of the students interact and depend on each other. To successfully implement and manage the classroom, teachers need the support of the staff and administration.

Without administrative and peer support, establishing cooperative learning may be challenging. Murray (1992) wrote about the Cooperative Learning Project at Cleveland State University. Nine middle schools that implemented cooperative learning were studied. Teachers and administrators participated in training during the school year. The following results were suggested as a

result of the project. Joint training of teachers and administrators was the most effective. A classroom environment for cooperative learning must be provided. Support teams should be recognized and promoted by the administration. The administration must be knowledgeable about cooperative learning. Personal initiative and building-level innovations need to be recognized and rewarded by the administration.

To have a successful cooperative learning atmosphere, students must be taught social skills. Changes in social behavior especially with peer groups, social norms, and expectations need to be addressed. We can not assume that social skills learned in school at an early age are adaptable nor remembered. Rice (1994) wrote that the beginning of the school year should be spent teaching and assessing social skills. Role playing can enhance the transfer of social skills. As students acquire the necessary social skills for group work, the cooperative learning atmosphere is enhanced. Teachers need to vary their instructional procedures. Students should also be allowed freedom of movement. When social skills have been taught in the cooperative learning classroom, students need to have opportunities for risk taking. In a safe classroom environment, risk taking is acceptable to students who might otherwise fear failure and censure from their peers. Cooperative Learning can also provide students with an opportunity to develop new friendships and to form a sense of community.

According to Gardner and Hatch (1989) most schools teach in only two ways: linguistic and logical/mathematical. Teachers found that student motivation increased in classrooms that used multiple intelligences. They also found that students needed to be familiar with and experience instructional materials and activities in

order to understand them.

A low income, high minority school setting does not necessarily mean that the students will be non-engaged learners. Hoerr (1997) described such a school that had desirable results by using innovative lessons and activities to motivate the students. The school climate became much better as all students were required to take an active role in their education and thus the shaping of their future. Each teacher looked for the student's strengths and used multiple intelligence strategies to teach to those strengths. Each class developed a common vision and they focused their efforts on that vision. Varied means of assessment were used and the students created personal portfolios. An inordinate amount of time and effort was required, but by working together as teachers, students, and parents their school became a productive, learning place.

Another reason for lack of motivation in the classroom is intrinsic motivation. Intrinsic motivation is the capacity to solve problems or create products using an inner drive. Wigfield and McCann (1996-97) reported that children who believed that they had the ability to do a task, would try the activity and were more persistent in completing the task. Children who were motivated, read more frequently. To help build a motivated reader, lessons and activities should be of interest to the children.

The opposite of intrinsic is extrinsic motivation. The drive to succeed is fostered by competition, rewards, and social approval. Gauld (1996) wrote that teachers needed to develop lessons around discovery so that students can learn naturally and retain more. The lessons needed to let the student experience, reflect, and then respond to the experience. The school that was

studied had extrinsic motivation and did not lead to discovery.

Students who lacked motivation did not function well in the classroom. Guthrie, Alao, and Rinehart (1997) wrote that unmotivated students were inattentive, failed to complete tasks, and developed ways to avoid work. To help motivate them, teachers needed to build a classroom where success and confidence were developed. The students responded to the integrated curriculum that related to the real world.

Some teachers believed that students with low self-worth and ability were resigned to fail no matter what lessons they undertook. Martino (1993) believed they just lacked desire. He thought that if they would set goals for themselves as well as class goals, progress could be made. They had chosen to do nothing, which seemed easier and less threatening than facing their problems and failing again. The students' goals must include building pride and taking responsibility for their own actions. Sanacore (1997) wrote that students needed a solid foundation to help them become lifelong learners. Usually motivation decreased as students got older. This may be because classrooms have been too teacher dominated and that can suppress students' opportunity for authentic self-expression. Classrooms needed to be more child centered, so students felt comfortable. Libraries were important for students to be able to discover things for themselves. Communications between students, both oral and written were important. Students discovered good strategies for problem solving which they used in the classroom and took into their life experiences. Teachers needed to teach to all learning styles and interests. The naturally inquisitive students could break away from low self-esteem and use their abilities to reach their goals

and become motivated, life-long learners.

One nontraditional way of increasing student motivation was described by Hunt (1996-97). He believed that teachers dwelled too much on the number of errors. If teachers dwelled more on the correct items, students would not feel so overcome and disengaged from the lesson. Students needed to work towards learning the meaning of what they read. Everyone must think positively. Informal Reading Inventories (IRI) and Sustained Silent Reading (SSR) are good means to use to motivate students. Reading should become an enjoyable, sought after activity. Students needed to learn to read for the ideas, even if they do not understand all of the words or ideas. Skills should be taught as needed and not necessarily to the whole class at one time. Teachers should question the students as to what ideas they discovered in their readings. Student readers should be encouraged to read things that interest them. To be effective, the reading program must stress the students' strengths.

Fulk and Montgomery-Grymes (1994) stated that students' beliefs in their self worth had a lot to do with their motivational level. Their opinions of the control they had in their lives was important. Praise and goal setting by teachers was also important. Students need to get beyond working only for rewards and valuing the project. Teachers can improve motivation by providing incentives for improved performance and mastery. They need to combine reinforcers with social praise and phase out incentives. Students should also be encouraged to reinforce themselves by self-praise.

Problem Objectives and Processes

Objective 1

As a result of increased use of multiple intelligence teaching methods, during the period of September 1998 through March 1999, the targeted kindergartners and third graders will increase their motivation to learn as measured by student surveys and teacher observation checklists.

Processes to be used to implement this objective include the following:

1. Develop instructional materials for multiple intelligence activities.
2. Implement changes in the curriculum.
3. Apply procedures in the classroom management.
4. Rearrange the school environment.
5. Incorporate new instructional materials and techniques.

Objective 2

As a result of increased use of cooperative learning, during the period of September 1998 through March 1999, the targeted kindergartners and third graders will increase their use of appropriate social skills as measured by teacher observation checklists and student self-reflections.

Processes to be used to implement this objective include the following:

1. Develop instructional materials for cooperative learning activities.
2. Implement changes in the curriculum.
3. Apply procedures in the classroom management.
4. Rearrange the school environment.
5. Incorporate new instructional materials and techniques to promote group skills and social skills.

Objective 3

As a result of classroom climate change, during the period of September 1998 through March 1999, the targeted kindergartners and third graders will increase their motivation to learn as measured by teacher made observation checklists and student reflections.

Processes to be used to implement this objective include the following:

1. Develop procedures to encourage goal setting.
2. Develop high interest instructional materials to promote motivation.
3. Apply procedures in the classroom to create a more open, caring, and non-threatening environment.
4. Apply new procedures in classroom management.
5. Incorporate new instructional materials and techniques.

Action Plan

During each week of the sixteen week intervention, the targeted classrooms will teach at least two cooperative lessons which will last approximately thirty minutes. The kindergarten lessons will stress working on the social skills of taking turns, keep hands and feet to themselves, sharing materials, and following directions. The third grade students will also begin with these skills and proceed on to such skills as respect for own and others property, acceptance of other's ideas, and volume of voices. Both classes will be incorporating multiple intelligences and goal setting to increase motivation.

Kindergarten Action Plan

Week 1:

A. Introduce Goal Setting
   1. Brainstorming
   2. Graphic organizer - create a What It Looks Like/Sounds Like Chart to be used for weeks 1-8.

B. Introduce social skills to be used in cooperative lesson
   1. Shared materials
   2. Taking turns

C. Prepare Materials
   1. Teacher checklist
   2. Student self-reflection
   3. Materials needed for lesson

D. Targeted intelligences
1. Bodily / Kinesthetic
2. Visual / Spatial

Weeks 2-8

A. Practice goal setting
   1. Brainstorming
   2. Use graphic organizers

B. Practice social skills
   1. Shared materials
   2. Taking turns

C. Prepare Materials
   1. Teacher checklists
   2. Student self-reflections
   3. Materials needed for lessons

D. Targeted Intelligences

1. Week 2
    a. Verbal/Linguistic
    b. Musical/Rhythmic
2. Week 3
    a. Mathematical/Logical
    b. Intrapersonal
3. Week 4
    a. Bodily/Kinesthetic
    b. Visual/Spatial
4. Week 5
    a. Verbal/Linguistic
    b. Musical/Rhythmic
5. Week 6
    a. Mathematical/Logical
    b. Interpersonal
6. Week 7
    a. Bodily/Kinesthetic
    b. Visual/Spatial
7. Week 8
    a. Verbal/Linguistic
    b. Musical/Rhythmic

Week 9:

A. Practice Goal Setting
    1. Brainstorming
    2. Graphic Organizers - Create What It Looks Like and Sounds Like Chart to be used for Weeks 9-16

B. Introduce Social Skills
    1. Keep hands and feet to themselves

2. Follow directions

C. Prepare Materials

1. Teacher checklist

2. Student self-reflection

D. Targeted Intelligences

1. Mathematical/Logical

2. Intrapersonal

Weeks 10-16:

A. Practice Goal Setting

1. Brainstorming

2. Use graphic organizers

3. Practice social skills

B. Practice Social Skills

1. Keep hands and feet to themselves

2. Following directions

C. Prepare Materials

1. Teacher checklist

2. Student self-reflection

3. Materials needed for lesson

D. Targeted Intelligences

1. Week 10

a. Bodily / Kinesthetic

b. Visual / Spatial

2. Week 11

a. Verbal / Linguistic

b. Musical / Rhythmic

3. Week 12

a. Mathematical / Logical

b. Intrapersonal

4. Week 13
    a. Bodily / Kinesthetic
    b. Visual / Spatial
5. Week 14
    a. Verbal / Linguistic
    b. Musical / Rhythmic
6. Week 15
    a. Mathematical / Logical
    b. Intrapersonal
7. Week 16
    a. Bodily / Kinesthetic
    b. Visual / Spatial

Third Grade Action Plan

Weekly:

A. Goal Setting
    1. Brainstorming
    2. Graphic organizer
        a. Week 1 - Web
        b. Week 2 - Mind Map
        c. Week 3 - Starburst
        d. Week 4 - T-Chart
        e. Week 5 - Human Graph
        f. Week 6 - Jigsaw
        g. Week 7 - Chain of Events
        h. Week 8 - Web
        i. Week 9 - PMI
        j. Week 10 - Bubble Quotes

k. Week 11 - T-Chart

l. Week 12 - KWL

m. Week 13 - Fishbone

n. Week 14 - Bubble Quotes

o. Week 15 - T-Chart

p. Week 16 - Web

B. Introduce social skill to be used in cooperative lesson

1. Weeks 1 and 9 - Follow directions, listen, and pay attention
2. Weeks 2 and 10 - Take turns
3. Weeks 3 and 11 - Share materials
4. Weeks 4 and 12 - Keep hands and feet to yourself
5. Weeks 5 and 13 - Quiet voices
6. Weeks 6 and 14 - Accept other's ideas
7. Weeks 7 and 15 - One person talks at a time
8. Weeks 8 and 16 - Respect own and others' property

C. Prepare materials - Weeks 1-16

1. Teacher checklist
2. Student self-reflection
3. Materials needed

D. Introduce targeted intelligences

1. Week 1
   a. Verbal / Linguistic
   b. Musical / Rhythmic
2. Week 2
   a. Mathematical / Logical
   b. Interpersonal
3. Week 3
   a. Visual / Spatial

b. Intrapersonal

4. Week 4
   a. Bodily / Kinesthetic
   b. Naturalistic
5. Week 5
   a. Verbal / Linguistic
   b. Naturalistic
6. Week 6
   a. Mathematical / Logical
   b. Intrapersonal
7. Week 7
   a. Visual / Spatial
   b. Interpersonal
8. Week 8
   a. Bodily / Kinesthetic
   b. Musical / Rhythmic
9. Week 9
   a. Mathematical / Logical
   b. Verbal / Linguistic
10. Week 10
    a. Visual / Spatial
    b. Bodily / Kinesthetic
11. Week 11
    a. Musical / Rhythmic
    b. Interpersonal
12. Week 12
    a. Intrapersonal
    b. Naturalistic

13. Week 13
    a. Verbal / Linguistic
    b. Visual / Spatial
14. Week 14
    a. Musical / Rhythmic
    b. Mathematical / Logical
15. Week 15
    a. Intrapersonal
    b. Naturalistic
16. Week 16
    a. Interpersonal
    b. Bodily / Kinesthetic

Methods of Assessment

In order to assess the effects of the intervention, teacher created checklists and student surveys will be developed. In addition, student self-reflections will be kept throughout the intervention period.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to improve students' motivation and to increase their use of appropriate social skills. Multiple intelligence strategies and cooperative learning lessons were selected to be used. The students were involved in the goal setting process using brainstorming and class discussions.

Two surveys were administered at the beginning and at the end of the semester. The first survey dealt with the students'favorite school subjects (Appendix A). The second survey determined the students' attitudes about their classroom climate (Appendices B and C).

Multiple intelligence lessons (Appendices D through H) were designed to help spark the students' interest in the lessons. The students were all involved in the goal setting process to help determine what social skills were needed to be used in the lessons. The other element designed into these lessons was cooperative learning. The base groups were established the first week of the intervention. The base groups were used once every third lesson so that the students had an opportunity to work with others. The action plan called for two half hour lessons per week, during which time specific multiple intelligences were used.

During weeks one through eight, the kindergartners

concentrated on the social skills of taking turns and sharing materials through cooperative learning lessons. During weeks nine through sixteen, the students worked on following directions and keeping hands, feet, and objects to themselves. Two graphic organizers were created and used with the cooperative learning strategies.

In the third grade classroom, a number of social skills were taught and reviewed using a variety of multiple intelligence and cooperative learning lessons. The social skills were as follows: following directions, listening, paying attention, taking turns, sharing materials, keeping hands, feet, and objects to themselves, using quiet voices, accepting others ideas, one person talking at a time, and respecting their own and others' property. The students were also involved in goal setting. A weekly lesson was taught and eleven different graphic organizers were used.

In order to assess the effects of the intervention, teacher created student surveys were given at the beginning of the school year and were administered again at the end of the intervention. In addition, student self-reflection questions were used throughout the intervention period. A checklist was also developed for teacher observation of off-task behavior. The areas evaluated consisted of the number of times students were off-task during discussion, seatwork, partner work, and doing assigned jobs. Students were observed for a 30 minute period, with observations done at 5 minute intervals. The checklist was administered at the beginning of the school year and monthly throughout the intervention.

The action plan was followed as planned and no deviations were made.

Presentation and Analysis of Results

In order to assess the effects of multiple intelligences lessons, cooperative learning, and goal setting on student behavior, a monthly checklist of number of times student exhibited off-task behavior was maintained throughout the intervention. The data were aggregated and are presented in Tables 6 and 7. The observations were done every 5 minutes for a 30 minute duration. In School A, 20 students were observed. In School B, 6 students were observed.

Table 6

Observation Checklist - School A

Off-Task Behavior	Initial	Oct.	Nov.	Jan.	Feb.
Discussion	70	67	59	52	47
Seatwork	62	59	42	29	21
Partner	76	69	46	20	15
Assigned Job	68	58	39	31	23

Table 7

Observation Checklist - School B

Off-Task Behavior	Initial	Oct.	Nov.	Jan.	Feb.
Discussion	25	13	6	4	2
Seatwork	25	9	7	6	4
Partner	18	4	2	2	3
Assigned Job	8	8	8	5	3

The intervention appeared to have been successful because the number of disengaged students' behaviors decreased. In School A, there was a 66% decrease in time off-task during seatwork. There was also a 33% decrease in the number of off-task occurrences during discussions. The students' abilities to work well with a partner increased by 81%. Also, the students' inclination to complete their given task during cooperative learning lessons increased by 66%.

School B had similar results. After the intervention was completed, there was a 92% decrease of students off-task during discussions and an 84% decrease of off-task seatwork. When working in cooperative groups, there was an 83% increase in working with a partner and a 63% in doing their assigned job.

The attitude surveys about classroom climate (Appendices A and B) were conducted again at the end of the intervention. The results are presented in Tables 8 and 9. The researchers in Schools A and B surveyed 20 third grade students and the targeted six kindergartners.

Table 8

Classroom Climate Survey of School A in February,1999

Question	Always	Sometimes	Never
Feel safe at school	11	7	2
Teachers care about me	19	1	0
Students like each other	0	18	2
Classmates help me learn	3	14	3
It is important to do well	20	0	0
Parents check homework	17	3	0
Hand in work on time	8	12	0
Listen to teacher	15	5	0
Like to work with others	11	7	2
Share	6	13	1
Follow directions	15	4	1
Listen to ideas of others	13	6	1

Table 9

Classroom Climate Survey of School B in February,1999

Question	Yes	No
Feel safe at school	6	0
Teacher cares about me	5	1
Students like each other	6	0
Classmates help me learn	6	0
Important to do well	6	0

The results of the surveys displayed in Tables 4 and 8 were compared for School A to assess the influence of cooperative learning strategies used in the third grade classroom. There were 70% of the students that sometimes felt their classmates helped them learn. This was an increase of 43% from the beginning of the intervention. There was also an increase of 19% of the students who always liked to work with others in their class. A 2% increase of students felt they always listened to the ideas of others. A 17% increase of students felt they sometimes listened to the ideas of others.

Audio taped surveys (Appendix C) for School B were also compared (Tables 5 and 9). All of the students felt that the students consistently liked each other. All of the students or 100% also felt that their classmates helped them learn. This was an increase of 40% from the beginning of the intervention.

Cooperative learning strategies played a major role in classroom instruction. Students enjoyed the interaction and activities. Cooperative learning had a positive increase in students' attitudes toward their classmates and they felt more positive about their classroom climate.

In School A, students were given the survey (Appendix A) at the beginning of the intervention to determine their favorite school subjects (Table 3). The teacher researchers wanted to determine if incorporating multiple intelligence lessons would change students' favorite school subjects. The survey was given again at the end of the intervention. The results are presented in Table 10.

Table 10
Favorite School Subjects - School A

Subject	High	Medium	Low
Math	7	9	4
English	2	12	6
Spelling	6	9	5
Reading	7	9	4
Social Studies	3	7	10
Science	10	6	4
Writing	5	8	7

The results of the student survey revealed that 50% of the students ranked science as their favorite subject. This was an increase of 14% of the students. Social studies had an increase of 6% of the students who ranked it as their favorite subject. The social studies and science lessons incorporated the naturalistic and visual/spatial intelligences. Multiple intelligence strategies and lessons had a positive impact on the students' attitudes about their school subjects.

Positive posttest results were not the only benefits noted as a result of the intervention. Both teachers noted improved classroom climate and on-task behavior of the students. The cooperative learning approach and the development of goal setting lessons enhanced students' social skills. Other teachers in the schools also noted and commented on the increased social skills in the targeted third grade and kindergarten classes. Other teachers commented that they had observed less fighting on the playground, improved manners in the hallway, and students getting along better with others. Other comments from teachers included, students

keeping their hands and feet to themselves, and more respect for classmates and others. The students' self-esteem was reinforced when positive praise was given from other teachers in the buildings.

The creation of the multiple intelligence lessons initiated professional creativity for the teachers. Subject areas were re-evaluated and given a new emphasis and approach. This made the lessons and subjects more enjoyable for the students. Teachers also had more enthusiasm after several years of teaching experience. The teachers also noted a high level of engagement by the students. Teacher enthusiasm and student engagement are benefits that helped increase the amount of student learning in the classroom.

Conclusions and Recommendations

Based on the presentation and analysis of the data regarding student motivation, the researchers concluded that engaging students in cooperative learning and implementing multiple intelligences improved student motivation and social skills.

Several reasons can be given for the success in posttest surveys and teacher observations. The multiple intelligence and cooperative learning strategies were possible reasons for a more positive learning atmosphere in the classroom. Students showed more desire to learn. Using new teaching strategies was something different from the traditional teaching methods, and therefore, appeared to have increased the motivation of the students. Students' motivational levels appeared to have increased through the intervention.

The social skills of the students appear to have improved. Due to various strategies used in cooperative learning and

multiple intelligences, classroom climate and students' attitudes have been enhanced. The classroom climate became more enjoyable and manageable for both the students and teachers. The students' attitudes changed by improved interpersonal behaviors. Students listened to their classmates, took turns, and contributed to group discussions.

The use of graphic organizers enabled students to organize and classify information. Students had a visual representation and reminder when working on their goal setting and social skills. These organizers were especially beneficial for increasing an awareness of the visual/spatial intelligence.

The targeted kindergarten and third grade classes also benefited from an increase in the students' emotional and social maturity levels. It is customary to expect that students will mature throughout the school year. Increased social skills and on-task behaviors can also be due to normal maturation.

As a result of this research, the researchers would suggest two modifications in the intervention. The time allowed for the intervention lessons could be increased. The time constraints of the school year calendar and class schedules often made lessons feel rushed or needed to be completed the following day.

Also, field trips, guest speakers, and guest demonstrations, could be incorporated as part of the multiple intelligence activities. Again, time constraints made this difficult to schedule.

The research project has had a positive effect for those involved, students and teachers alike. The implementation of multiple intelligence and cooperative learning strategies increased students' motivation and social skills. The overall

effect on students' attitudes and on-task behavior was very positive. Teachers who are searching for ways to increase students' motivation and social skills would benefit from this intervention.

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Appendices

Appendix A
STUDENT SURVEY
Third Grade
MULTIPLE INTELLIGENCE INFORMATION

1. Number your favorite school subjects 1, 2, 3 (1 most favorite)

Math	_____	Social Studies	_____
English	_____	Science	_____
Spelling	_____	Writing	_____
Reading	_____		

2. Number your least favorite school subjects 1,2, 3 (3 hate it)

Math	_____	Social Studies	_____
English	_____	Science	_____
Spelling	_____	Writing	_____
Reading	_____		

Appendix B
Student Survey - Third Grade
Classroom Climate - September 1998

1. I feel safe at school.	Always	Sometimes	Never
2. My teachers care about me.	Always	Sometimes	Never
3. The students in this school like each other.	Always	Sometimes	Never
4. Students in my class help me learn.	Always	Sometimes	Never
5. It is important for me to do well with my studies.	Always	Sometimes	Never
6. My parents make sure I do my homework.	Always	Sometimes	Never
7. I hand in my work on time.	Always	Sometimes	Never
8. I listen to the teacher.	Always	Sometimes	Never
9. I like to work with others in my class.	Always	Sometimes	Never
10. I share.	Always	Sometimes	Never
11. I follow directions.	Always	Sometimes	Never
12. I listen to others ideas.	Always	Sometimes	Never

Appendix C
Kindergarten Feeling Survey
Classroom Climate - September, 1998
Audio taped questions and responses

1. I feel safe at school.	Yes	No
2. My teacher cares about me.	Yes	No
3. The students in this school like each other.	Yes	No
4. Students in my class help me learn.	Yes	No
5. It is important for me to do well with my school work.	Yes	No

Appendix D
Third Grade Lesson
Drawing to the Feel of the Music

Target Intelligence - Musical /Rhythmic

Supporting Intelligence - Interpersonal and Bodily/Kinesthetic

Thinking Skills - Decision Making

Social Skills - Listen, Pay Attention, Accept Others Ideas

Content Focus - Played classical music during class. Students drew as their feelings directed them.

Materials - Classical CD, computer CD player, drawing paper, crayons, calm room

Task Focus - Each child was instructed to listen to the music and let it move their hands.

Product - Calm children and imaginative art

Problem - Some children didn't get the idea.

Activity - Quiet, calming activity.

Reflections:
1. Most of the class loved the activity.
2. I loved the calming effect and the artwork.
3. I didn't like that same kids didn't listen so they didn't follow directions.
4. The easiest part was listening to the music.
5. The hardest part was moving on.

Appendix E
Third Grade Lesson
Lesson - Create a Class Book of Social Skills

Lesson Focus - Create a class book of social skills to present to the Kindergarten class

Target Intelligence - Interpersonal

Supporting Intelligence - Bodily/Kinesthetic

Thinking Skills - Verbal communication

Social Skills - Respect own and others property, accept others property, and share materials.

Content Focus - The group brainstormed a long list of social skills which they wanted to draw and share with the kindergarten class.

Materials - Web with social skills, paper and crayons

Task Focus - Each group chose one social skill each of three days to illustrate for the class book.

Product - We created a book, complete with cover, which was presented to the kindergarten class.

Problem - We decided these students could benefit from what we learned about social skills.

Activity - The groups did a great job of working together to create a nice book.

Reflections -
1. The entire class enjoyed the activity.
2. I liked the class' attitude and work mode.
3. I didn't like trying to put the book together.
4. The easiest part was having the groups draw the pictures.
5. The hardest part was convincing the class to give away the neat book they had made.

Appendix F
Kindergarten Lesson Plan

LESSON NAME: Number Order

TARGET INTELLIGENCES: Bodily/ Kinesthetic

SUPPORTING INTELLIGENCES: Mathematical/Logical, Visual/ Spatial

THINKING SKILLS: Verbal communication and decision making

SOCIAL SKILLS: Sharing materials and taking turns

CONTENT FOCUS: Math readiness

MATERIALS: flash cards and the gym

TASK FOCUS: The students will be able to put the numbers in the correct order.

PRODUCT: Number cards 0 through 7 in correct number order

PROBLEM: given the numbers 0 through 7, put the numbers in order

ACTIVITY: Each team is given a group of numbers. One team member stands at one end of the playground (or gym). The rest of the group will run down one at a time and lay a number down in order and run back to their team. The next person goes. This will continue until the cards are in order.

REFLECTIONS:
1. Did you enjoy this activity?
2. What did you like?
3. What didn't you like?
4. What was the easiest?
5. What was the hardest?

MY REFLECTIONS: The kids loved this activity. The bad part was the unexpected rain storm in the middle of the activity. We will try this again in the gym. The students did a great job of taking turns.

Appendix G
Kindergarten Lesson Plan

LESSON NAME: Alphabet Scramble

TARGET INTELLIGENCES: Bodily/Kinesthetic

SUPPORTING INTELLIGENCES: Verbal/Linguistic

THINKING SKILLS: Verbal communication and decision making

SOCIAL SKILLS: Following directions and keeping hands and feet and objects to self

CONTENT FOCUS: Reading readiness

MATERIALS: A-J letter cards

TASK FOCUS: The students will be able to put the letters A-J in order

PRODUCT: A-J alphabet

PROBLEM: putting letters in order

ACTIVITY: The sixth graders will help groups of four put the ABC's in order in the gym. This is to be a race.

REFLECTIONS:
1. Did you enjoy this activity?
2. What did you like?
3. What didn't you like?
4. What was the easiest?
5. What was the hardest?

Appendix H
Kindergarten Lesson Plan

LESSON NAME: Roll a pattern

TARGET INTELLIGENCES: Musical/ Rhythmic

SUPPORTING INTELLIGENCES: Mathematical/Logical, Verbal/Linguistic, and Interpersonal

THINKING SKILLS: Ordering

SOCIAL SKILLS: Sharing and taking turns

CONTENT FOCUS: Math readiness and patterning

MATERIALS: Math Their Way Pattern Cube

TASK FOCUS: In pairs, the children will create an AB pattern using the snap / clap cube.

PRODUCT: Groups creating their own AB pattern.

PROBLEM: Create your own AB pattern.

ACTIVITY: On the carpet, the children will practice making AB patterns using the snap/ clap cube. Each child will have a turn to roll the cube to help create the pattern. In pairs, the students will create their own patterns using the different movements or sounds from the cube.

REFLECTIONS:
1. Did you enjoy this activity?
2. What did you like?
3. What didn't you like?
4. What was the easiest?
5. What was the hardest?

MY REFLECTIONS: The lesson went very well. The children do not a strong musical/rhythmic intelligence. Some had great difficulty doing this activity. We will continue making AB patterns using other materials.